DOCUMENT RESUME

ED 445 608 HE 033 244

TITLE	Faculty Affairs in Academic Medical Centers: Selected Bibliography.
INSTITUTION	Association of American Medical Colleges, Washington, DC.
PUB DATE	2000-09-11
NOTE	36p.
AVAILABLE FROM	American Association of Medical Colleges, 2450 N Street, N.W., Washington, DC 20036. For full text: http://www.aamc.org/meded/facaffs/biblio/biblio.htm.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Clinical Teaching (Health Professions); Compliance (Legal); *Faculty Development; Faculty Evaluation; Faculty Promotion; Faculty Workload; Females; Health Occupations; Higher Education; Legal Problems; *Medical Education; *Medical School Faculty; Medical Schools; Medicine; Minority Groups; Research; Tenure; Women Faculty

ABSTRACT

This bibliography is arranged in the following major categories: (1) Faculty appointment, promotion, and tenure. This is further broken into the subcategories: general, clinician-educator track, Ph.D.s in clinical departments, faculty retirement, and deans. Where applicable, entries in each subcategory are further categorized as medical school or higher education. (2) Faculty evaluation: general, evaluation of teaching, evaluation of research, and evaluation of clinical practice. Again, subcategories are further categorized as medical school or higher education. (3) Faculty development: general, improving teaching, improving research skills, and faculty management. (4) Women and minorities, general. (5) Legal issues, general. (6) Faculty productivity, general. (There are approximately 500 references.) (CH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Medical Education

Faculty Affairs in Academic Medical Centers: Selected Bibliography

Faculty Appointment, Promotion, and Tenure

ED 445 608

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
J. Tifft
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

HE033244

Medical Education

Faculty Affairs in Academic Medical Centers: Selected Bibliography

Faculty Appointment, Promotion, and Tenure

I. GENERAL

A. Medical School

American Association of University Professors. 1991. Academic freedom and tenure: Albany Medical College. *Academe.* 77(1):34-40.

American Association of University Professors. 1990. New York University School of Medicine: a dispute over tenure, promotion, and a leave of absence. *Academe.* 76(3):49-56.

American Association of University Professors. 1985. Academic freedom and tenure: Oklahoma College of Osteopathic Medicine and Surgery. *Academe.* 71(May/June):37-41.

American Association of University Professors, Committee A on Academic Freedom and Tenure. 1996. Tenure in the medical school. *Academe.* Jan. - Feb.: 40-45.

American College of Physicians. 1991. Promotion and tenure of women and minorities on medical school faculties. *Annals of Internal Medicine.* 114(1):63-68.

Association of American Medical Colleges. 1983. *Faculty appointment policies and practices: reference guide.* Washington: Association of American Medical Colleges.

Belzer, F.O. 1994. Presidential address: the "sacred cow." *Surgery.* 116(4):601-604.

Bickel, J. 1991. The changing faces of promotion and tenure at U.S. medical schools. *Academic Medicine.* 66(5):249-256.

Bickel, J. and B.E. Whiting. 1991. AAMC data report: comparing the representation and promotion of men and women faculty at U.S. medical schools. *Academic Medicine.* 66:497.

Bland, C.J. and R.J. Holloway. 1995. A crisis of mission: faculty roles and rewards in an era of health care reform. *Change.* Sept. - Oct.:30-34.

Blum, D.E. 1988. Neb. medical center alters tenure reviews. *The Chronicle of Higher Education.* July 6, 1988, (p. A12).

Bodner, G. 1997. Does tenure predict the salaries of medical school faculty? *Academic Medicine.* 72:966-971.

Broadus, V.C. and D.W. Feigal, Jr. 1994. Starting an academic career. A survey of junior academic pulmonary physicians. *Chest.* 105(6):1858-1863.

Brown, R.S. and S.P. Bessman. 1992. Academic freedom and tenure: Loma Linda University (California). *Academe.* May - June:42-49.

Cohen, J.J. 1995. Academic medicine's tenuous hold on tenure. *Academic Medicine.* 70(4):294.

DeAngelis, C.D. and M.E. Johns. 1995. Promotion of women in academic medicine. Shatter the ceilings, polish the floors [editorial, comment]. *Journal of the American Medical Association.* 273(13):1056-1057.

Ellis, F.J. 1998. Academic careers need not compete with family life. *Academic Physician and Scientist.* Janaury/February:1, 4-5.

Ellis, F.J. 1999. Jury out on the effect of post-tenure review on academic life. *Academic Physician and Scientist.* May/June: 1, 4-5.

Ellis, F.J. 1998. New financial edicts force redefinition of the academic enterprise. *Academic Physician and Scientist.* July/August:1, 10-12.

1999. Faculty appointment plans solidify job commitments. *Academic Physician and Scientist.* July/August, 1, 11.

Finn, R. 1997. Suit by 23 tenured faculty members against USC illustrates changes in biomedical research culture. *The Scientist.* Febuary 3, 1997.

Foley, R., A. Yonke, J. Smith, B. Roe, and J. Vance. 1996. Recruiting and retaining volunteer community preceptors. *Academic Medicine.* 71(5):460-463.

Frey III, J.J. 1994. Presentation, publication, and promotion - four views on the subject. *Family Medicine.* 26(6):370-371.

Froom, J.D. and J. Bickel. 1996. Medical school policies for part-time faculty committed to full professional effort. *Academic Medicine.* 71(1):91-96.

Fye, W.B. 1991. The origin of the full-time faculty system: implications for clinical research. *Journal of the American Medical Association..* 265(12):1555-1562.

Gjerde, C. 1994. Faculty promotion and publication rates in family medicine: 1981 versus 1989. *Family Medicine.* 26(6):361-365.

Gjerde, C.L. and S.E. Colombo. 1982. Promotion criteria: perceptions of faculty members and departmental chairmen. *Journal of Medical Education*. 57:157-162.

Goodman, B. 1998. Fiscal constraints threaten tenure at medical schools. *The Scientist*. 12(10):1, 7.

Graham, J.B. 1995. UNC's dean of medicine: reminiscences of a septuagenarian. *North Carolina Medical Journal*. 56(11):562-568.

Halperin, E.C. 1995. Is tenure irrelevant for academic clinicians? *Southern Medical Journal*. 88(11):1099-1106.

Henry, J.B. 1980. The tenured professor syndrome. *Journal of Medical Education*. 55(5): 449-451.

Holloway, R.L., K.L. Hale, and R.E. Rakel. 1989. Academic promotion and tenure in U.S. family medicine units. *Academic Medicine*. 64(5):270-272.

Holmes-Rovner, M., E. Alexander, B. O'Kelly, W. Rome, S.M. Wu, K. Lovell, and M. Alfano. 1994. Compensation equity between men and women in academic medicine: methods and implications. *Academic Medicine*. 69(2):131-137.

Jensen, N.M. and the Ad Hoc Interest Group on Promotion Guidelines for Clinician Teachers. Guidelines for promotion of clinical teachers. 1993. *Society for General Internal Medicine News*. 16:7-13.

Jones, R.F., P.J. Friedman, G.H. Cassell, and R.A. Cooper. 1993. Three views on faculty tenure in medical schools. *Academic Medicine*. 68(8):588-593.

Jones, R.F. and J.S. Gold. 1998. Faculty appointment and tenure policies in medical schools: A 1997 status report. *Academic Medicine*. 73(2):211-219.

Jones, R.F. and S.C. Sanderson. 1994. Tenure policies in U.S. and Canadian medical schools. *Academic Medicine*. 69(9):771-778.

Levinson, W., K. Kaufman, and J. Bickel. 1993. Part-time faculty in academic medicine: present status and future challenges. *Annals of Internal Medicine*. 119(3):220-225.

Lovejoy, F.H. and M.B. Clark. 1995. A promotion ladder for teachers at Harvard Medical School: experience and challenges. *Academic Medicine*. 70(12):1079-1086.

Ludwig, A.M. 1985. Is there life after tenure? *American Journal of Psychotherapy*. 39(1):48-56.

Magner, D.K. Medical schools consider limiting tenure, cutting salaries. *The Chronicle of Higher Education*. Feb. 16, 1996, (pp. A18-A20).

Mangan, K.S. Hahnemann U. angers faculty with threat to fire those who don't attract grant money. *The Chronicle of Higher Education*.. Oct. 5, 1994, (p. A20).

Mangan, K.S. Hahnemann U. backs off faculty research-grant requirement. *The Chronicle of Higher Education.* Jan. 13, 1995, (p. A16).

Mangan, K.S. Medical schools are reining in the salaries of faculty members. *The Chronicle of Higher Education.* July 26, 1996, (pp. A16-A18).

Maudsley, R.F. 1996. Faculty roles and academic promotion. *Academic Medicine.* 71(6):573-574.

McHugh, P.R. 1994. A "letter of experience" about faculty promotion in medical schools. *Academic Medicine.* 69(11):877-881.

McNagny, S.E. 1994. An academic career: is it possible part-time? *Journal of General Internal Medicine.* 9(10):595.

Medical College of Pennsylvania and Hahnemann University, Office for Faculty Affairs. 1996. *Faculty professional development catalog.*

Meislin, H.W., D.W. Spaite, and T.D. Valenzuela. 1992. Meeting the goals of academia characteristics of emergency medicine faculty academic work styles. *Annals of Emergency Medicine.* 21(3):298-302.

Nickerson, K.G., S. Shea, and N. Bennett. 1995. Promotion of women physicians in academic medicine [letter, comment]. *Journal of the American Medical Association..* 274(14):1133-1134.

O'Brien, D. 1996. Court reverses verdict on tenure: jury sided with two professors fired by Hopkins Hospital. *Baltimore Sun.* Nov. 1996.

O'Neil, R.M. 1996. Tenure at medical schools: striking a difficult balance. *Academic Medicine.* 71(11):1222-1223.

Page, L. Tenure's relevance waning: clinical push prompting medical schools to evaluate faculty system. *American Medical News.* February 15, 1993, (pp. 2 and 35).

Petersdorf, R.G. 1984. The case against tenure in medical schools. *Journal of the American Medical Association.* 251(7):920-924.

Rothman, A.I., P. Poldre, and R. Cohen. 1989. Evaluating clinical teachers for promotion. *Academic Medicine.* 64(12):774-775.

Ruffin, M.T. and C.J. Bland. 1995. Promotion of women physicians in academic medicine [letter]. *Journal of the American Medical Association..* 274(14):1133-1134.

Sanders, A.B., J.V. Fulginiti, D.B. Witzke, and K.A. Bangs. 1994. Characteristics influencing career decisions of academic and nonacademic emergency physicians. *Annals of Emergency Medicine.* 23(1):81-87.

Sanders, A.B., D.W. Spaite, R. Smith, and E. Criss. 1988. Allocation of time in three academic specialties. *Journal of Emergency Medicine.* 6(5):435-437.

Shea, S., N.G. Nickerson, et al. 1996. Compensation to a department of medicine and its faculty members for the teaching of medical students and house staff. *New England Journal of Medicine.* 18:162-167.

Smith, J.I. 1996. Rethinking tenure, compensation policies, and faculty careers. *AAMC Reporter.* 5(7):1-3.

Smythe, C.M., A.B. Jones, and M.P. Wilson. 1982. Tenure in medical schools in the 1980s. *Journal of Medical Education.* 57:349-360.

Socolar, R.R.S., L.S. Kelman, C.M. Lannon, and J.A. Lohr. 2000. Institutional policies of U.S. medical schools regarding tenure, promotion, and benefits for part-time faculty. *Academic Medicine.* 75(8):846-849.

Spellman, M.W. and G. Meiklejohn. 1977. Faculty tenure in American medical schools. *Journal of Medical Education.* 52:623-632.

Tesch, B.J., H.M. Wood, A.L. Helwig, and A.B. Nattinger. 1995. Promotion of women physicians in academic medicine: Glass ceiling or sticky floor? *Journal of the American Medical Association.* 273(13):1056-1057.

Uhlman, M. Tenure runs afoul of bottom line. *Philadelphia Inquirer.* Aug. 28, 1994.

White, L. 2000. Academic tenure: its historical and legal meanings in the United States and its relationship to the compensation of medical school faculty members. *Saint Louis University Law Journal.* 44(1):51-80.

Wigton, R.S. and R.S. Waldman. 1993. An innovative faculty appointment system at the University of Nebraska. *Academic Medicine.* 68(3):190-191.

Wilson, D.R. 1992. Salary structure, promotion, and tenure policies in nurturing the young academician. *Clinical Investigation in Medicine.* 15(3):257-260.

Witte, C.L. and M.H. Witte. 1990. On the meaning of tenure. *Archives of Internal Medicine.* 150(4):915-916.

B. Higher Education

Aceto, V.J. 1997. Procedures for post-tenure review. *The Chronicle of Higher Education.* April 11, 1997, p. B12 (letter to the editor).

American Association for Higher Education. *Higher education association to lead new dialogue on tenure.* March 21, 1995.

American Association for Higher Education. *New pathways project: tenure bibliography.* March 21, 1995.

American Association for Higher Education. *Project description: new pathways: faculty careers and employment in the 21st century.* March 21, 1995.

American Association of University Professors, Committee A on Academic Freedom and Tenure. 1990. Statement on procedural standards in the renewal or nonrenewal of faculty appointments. *Academe.*. Jan. - Feb.: 48-50.

American Association of University Professors, Committee A on Academic Freedom and Tenure. 1986. 1986 report on full-time non-tenure-track appointments. *Academe.* July- Aug.:14a-19a.

American Association of University Professors, Committee G on Part-Time and Non-Tenure-Track Appointments. 1992. On the status of non-tenure-track faculty. *Academe.* Nov. - Dec.: 39-48.

American Association of University Professors, Committee G on Part-Time and Non-Tenure-Track Appointments. 1993. The status of non-tenure-track faculty. *Academe.* July - Aug.: 39-46.

American Association of University Professors. *News release: AAUP creates task force to defend tenure.* January 17, 1996.

Ansley, R. and J. Gaventa. 1997. Researching for Democracy and Democratizing Research. *Change.* 29(1):46+.

Arden, E. 1995. Is tenure "obsolete?" *Academe.* Jan. - Feb.:38-39.

Basil, M.D. 1997. The pros and cons of tenure in an era of financial adversity. *The Chronicle of Higher Education.* May 16, 1997, p. B3 (letter to the editor).

Batroukha, D. 1997. The First Amendment is no substitute for tenure. *The Chronicle of Higher Education.* April 11, 1997, p. B10 (letter to the editor).

Benjamin, E. 1995. Five misconceptions about tenure. *Trusteeship.* 3(1):16-21.

Berver, K., D. Kurtz, and E. Orton. 1992. Off the track, but in the fold. *Academe.* Nov. - Dec.:27-29.

Bess, J.L. 1997. Tenure is still a key ingredient of academic freedom. *The Chronicle of Higher Education.* March 21, 1997, pp. B3, B10 (letter to the editor).

Blum, D.E. Universities where tenure candidates can review their files say system has not been undermined. *The Chronicle of Higher Education.*. Feb. 14, 1990, (pp. A19-A20).

Boyer, E.L. *Scholarship reconsidered: priorities of the professoriate.* Princeton: Princeton University Press, 1990.

Brand, M. Why tenure is indispensable. *The Chronicle of Higher Education.*. April 2, 1999, (p. A64).

Breneman, D.W. 1997. *Alternatives to tenure for the next generation of academics*. American Association for Higher Education: Working Paper Series, Inquiry #14. New Pathways: Faculty Careers and Employment for the 21st Century.

Chait, R. 1997. Thawing the cold war over tenure: why academe needs more employment options. *The Chronicle of Higher Education*. Feb. 7, 1997, p. B4.

Cotter, W.R. 1996. Why tenure works. *Academe*. Jan.- Feb.:26-29.

Edwards, R. 1997. The First Amendment is no substitute for tenure. *The Chronicle of Higher Education*. April 11, 1997, p. B3 (letter to the editor).

Enteman, W.F. 1997. Tenure is still a key ingredient of academic freedom. *The Chronicle of Higher Education*. March 21, 1997, p. B3 (letter to the editor).

Farrell, T.J. 1992. How to kill higher education. *Academe*. Nov. - Dec.:30-33.

Finn, C.E. and B.V. Manno. 1996. Behind the curtain. *The University*. Winter Quarter:44-53.

Franke, A.H. 1995. Tenure and the faculty pocketbook. *Academe*. 70(4):108.

Gilliland, M.W. 1997. Organizational change and tenure: we can learn from the corporate experience. *Change: The Magazine of Higher Learning*. 29(3):30.

Glassick, C.E., M.T. Huber, and G.I. Maeroff. *Scholarship assessed: evaluation of the professoriate*. San Francisco: Jossey-Bass Publishers, 1997.

Grassmuch, K. Some research universities contemplate sweeping changes, ranging from management and tenure to teaching methods. *The Chronicle of Higher Education*.. Sept. 12, 1990, pp. A1, A29-A31.

Green, H. 1997. The First Amendment is no substitute for tenure. *The Chronicle of Higher Education*. April 11, 1997, pp. B3, B10 (letter to the editor).

Hall, M.E. 1997. The pros and cons of tenure in an era of financial adversity. *The Chronicle of Higher Education*. May 16, 1997, pp. B3 and B10 (letter to the editor).

Helfand, D.Tenure: Thanks but no thanks. *The Chronicle of Higher Education*.. Dec. 15, 1995, pp. B1-B3.

Hoekema, D.A. 1997. The pros and cons of tenure in an era of financial adversity. *The Chronicle of Higher Education*. May 16, 1997, p. B3 (letter to the editor).

Holden, C. 1997. Tenure turmoil sparks reforms. *Science*. 276(April 4, 1997):24-26.

Honan, W.H. Wary of entrenchment in the ranks, colleges offer alternatives to tenure. *New York Times*. April 20, 1994, (p. B13).

Huer, J. *Tenure for Socrates: a study in the betrayal of the American professor.* New York: Bergin and Garvey, 1991.

Keast, W.R. and J.W. Macy, Jr. *Faculty tenure: a report and recommendations by the Commission on Academic Tenure in Higher Education.* San Francisco: Jossey-Bass, 1973.

Kinser, K. 1997. Tenure is still a key ingredient of academic freedom. *The Chronicle of Higher Education*. March 21, 1997, p. B10 (letter to the editor).

Kohn, A. Don't abolish tenure; but make it conditional. *The Scientist*. Oct. 3, 1988, (p. 9).

Lauer, R.M. 1997. The First Amendment is no substitute for tenure. *The Chronicle of Higher Education*. April 11, 1997, p. B10 (letter to the editor).

Lehtinen, H. 1997. Tenure is still a key ingredient of academic freedom. *The Chronicle of Higher Education.* March 21, 1997, p. B10 (letter to the editor).

Leiter, B. 1997. Yale's tenure system threatens it future. *The Chronicle of Higher Education*. February 28, 1997, p. B11 (letter to the editor).

Lendler, M. 1997. Tenure is still a key ingredient of academic freedom. *The Chronicle of Higher Education.* March 21, 1997, p. B3 (letter to the editor).

Lesko, P.D. 1997. The First Amendment is no substitute for tenure. *The Chronicle of Higher Education*. April 11, 1997, p. B10 (letter to the editor).

Lyman, R.W. 1997. Tenure can 'abridge' academic freedom. *The Chronicle of Higher Education.* April 11, 1997, p. B13 (letter to the editor).

Magner, D.K. A parlous time for tenure. *The Chronicle of Higher Education*. May 17, 1996, (pp. A21-A23).

Magner, D.K. 1997. A scholar provides an intellectual framework for plans to end or revamp tenure systems. *The Chronicle of Higher Education*. Feb. 14, 1997, pp. A10-11.

Magner, D.K. 1997. After battling regents by threatening to unionize, Minn. professors reject union. *The Chronicle of Higher Education*. Feb. 21, 1997, p. A11.

Magner, D.K. Beyond tenure: colleges seek periodic reviews of professors who have already passed muster. *The Chronicle of Higher Education.*. July 21, 1995, (pp. A13 and A16).

Magner, D.K. Tenure re-examined: association hopes 2-year study will lead to more flexibility in academic careers. *The Chronicle of Higher Education.*. March 31, 1995, (pp. A17-A18).

Magner, D.K. 1996. U. of Texas, with an eye on the legislature, starts a system of post-tenure review. *The Chronicle of Higher Education*. Dec. 20, 1996, pp. A10-11.

Magrath, C.P. 1997. Eliminating tenure without destroying academic freedom. *The Chronicle of Higher Education*. February 28, 1997, p. A60.

Mangan, K.S. Colleges are attempting to redefine tenure policies, but many faculty members are wary of the results. *The Chronicle of Higher Education*. March 1, 1989, (pp. 10-12).

Mauch, J.E., J.W. Birch, and J. Matthews. *The emeritus professor: old rank - new meaning. ASHE-ERIC Higher Education Report No. 2.* Washington: School of Education and Human Development, George Washington University, 1990.

Maudsley, R.F. 1996. Faculty roles and academic promotion (letter to the editor). *Academic Medicine*. 71(6):573-574.

Miller, M.A. 1997. Procedures for post-tenure review. *The Chronicle of Higher Education*. April 11, 1997, p. B12 (letter to the editor).

Mortimer, K.P., M. Bagshaw, and A.T. Masland. *Flexibility in academic staffing: effective policies and practices. ASHE-ERIC Higher Education Report No. 1.* Washington: Association for the Study of Higher Education, 1985.

Nuchims, P. 1995. Will tenure end with this century? A pastiche of quotes and ideas. *Academe*. Jan. - Feb.:40-42.

O'Toole, J. 1994. Tenure: a conscientious objection. *Change*. May-June:78-87.

Parini, J. Tenure and the loss of faculty talent. *The Chronicle of Higher Education*.. July 14, 1995, (p. A40).

Perley, J.E. 1995. Tenure, academic freedom, and governance. *Academe*. Jan. - Feb.:43-47.

Perley, J.E. 1997. Tenure remains vital to academic freedom. *The Chronicle of Higher Education*. April 4, 1997, p. A48.

Portch, S.R., N.J. Kaufman, J.R. Ross. 1993. From frog to prince: from post-tenure review to faculty roles, development, and rewards. *Change*. 25(July/Aug.):17.

Rhoades, G. 1996. Reorganizing the faculty workforce for flexibility: part-time professional labor. *The Journal of Higher Education*. 67(6):626.

Riley, T.J. 1997. The pros and cons of tenure in an era of financial adversity. *The Chronicle of Higher Education*. May 16, 1997, p. B3 (letter to the editor).

Roworth, W.W. Tenure: as relevant as ever. *Washington Post*. April 2, 1996, (p. A12).

Schaefer, T. 1997. The pros and cons of tenure in an era of financial adversity. *The Chronicle of Higher Education*. May 16, 1997, p. B3 (letter to the editor).

Spence, P.B. 1997. Tenure can 'abridge' academic freedom. *The Chronicle of Higher Education*. April 11, 1997, p. B13 (letter to the editor).

-----. Tenure under pressure. *Washington Post*. Jan. 11, 1995.

Tierney, W.G. 1997. Organizational socialization in higher education. *The Journal of Higher Education*. 68(2):1.

Trachtenberg, S.J. 1996. What strategy should we now adopt to protect academic freedom? *Academe*. Jan. - Feb.:23-25.

Van Alstyne, W.W. Tenure: a conscientious objective. *Change*. May-June:88-89.

Virginia Commonwealth University and State Council of Higher Education for Virginia. Bradley, S.G., A.N. Avakian, and M. Martin, eds. *Role of non-tenure eligible faculty in the academy*. Richmond: State Council of Higher Education for Virginia, 1990.

-----. Volume is turning up on tenure question. 1994. *American Assembly of Collegiate Schools of Business*. 24(2):1-6.

Whiteis, D.G. 1997. The First Amendment is no substitute for tenure. *The Chronicle of Higher Education*. April 11, 1997, p. B10 (letter to the editor).

Will, G.F. 1997. On tenure and academic freedom. *The San Diego Union-Tribune*. April 20, 1997, p. G-2.

Wilson, R. 1996. At Yale, few profesors earn tenure - and a review is unlikely to change that. *The Chronicle of Higher Education*. Dec. 20, 1996, pp. A11-12.

Wolfe, A. 1996. The feudal culture of the postmodern university. *The University*. Winter Quarter:54-66.

Yardley, J. Tenure, the overdue target. *The Washington Post*. Jan. 8, 1990, (p. B2).

Yarmolinsky, A. 1996. Tenure: permanence and change. *Change*. May/June:17-20.

II. CLINICIAN-EDUCATOR TRACK

A. Medical School

Batshaw, M.L, et al. 1988. Academic promotion at a medical school: experience at Johns Hopkins University School of Medicine. *New England Journal of Medicine*. 318(12):741-747.

Beasley, B.W., S.M. Wright, J. Cofrancesco, Jr., S.F. Babbott, P.A. Thomas, and

E.B. Bass. 1997. Promotion criteria for clinician-educators in the United States and Canada: a survey of promotion committee chairpersons. *Journal of the American Medical Association.* 278(9):723-728.

Greer, D.S. 1990. Faculty rewards for the generalist clinician-teacher. *Journal of General Internal Medicine.* 5(Jan. - Feb. Supplement):S53-S58.

Hafler, J.P. and F.H. Lovejoy, Jr. 2000. Scholarly activities recorded in the portfolios of teacher-clinician faculty. *Academic Medicine.* 75(6):649-652.

Jacobs, M.B. 1993. Faculty status for clinician-educators: guidelines for evaluation and promotion. *Academic Medicine.* 68(2):126-128.

Jacobs, M.B. and D. Tower. 1992. Enhancing the training of internal medicine residents at Stanford by establishing a model group practice and raising its clinical educators' status. *Academic Medicine.* 67(10):623-630.

Jones, R.F. 1987. Clinician-educator faculty tracks in U.S. medical schools. *Journal of Medical Education.* 62:444-447.

Kelley, W.N. and J.K. Stoss. 1992. Faculty tracks and academic success. *Annals of Internal Medicine.* 116(8):654-659.

Levinson, W. and A. Rubenstein. 1999. Mission critical - integrating clinician-educators into academic medical centers. *The New England Journal of Medicine.* 341(11):840-843.

Mangan, K.S. 1998. U. of Michigan gives voting rights to clinical professors at medical school. *The Chronicle of Higher Education.* April 3, 1998, p. A14.

Odell, W.D. 1986. The clinical track (letter to the editor). *Journal of Medical Education.* 61:781-782.

Parris, M. and E.J. Stemmler. 1984. Development of clinician-educator faculty track at the University of Pennsylvania. *Journal of Medical Education.* 59:465-470.

Schneeweiss, R., P.G. Ramsey, and A.R. Jonsen. 1997. Reflections on the scholarship of teaching. *Academic Medicine.* 72(6):481-482.

III. PH.D.'S IN CLINICAL DEPARTMENTS

A. Medical School

Fishman, A.P. and P. Jolly. 1981. Ph.D.'s in clinical departments. *The Physiologist.* 24(5):17-21.

Fulginiti, V. 1988. Another view of Ph.D. faculty in clinical departments. *AJDC.* 142:599-600.

Herman, S.S. and A.M. Singer. 1986. Basic scientists in clinical departments: a

fast-growing component of medical school faculties. *Clinical Research.* 32(2):149-158.

Leuschen, M.P., R.M. Nelson, and J.L. Frias. 1988. PhDs in pediatric departments. *AJDC.* 142:675-678.

Morrow, G. 1988. PhD faculty in pediatric departments. *AJDC.* 142:598.

IV. FACULTY RETIREMENT

A. Medical School

Friedman, P.J. 1991. Academic radiologists: aging and renewal. *Investigative Radiology.* 26(10):858-865.

Friedman, P.J. 1992. Aging of medical school faculty and the end of mandatory retirement. *Academic Medicine.* 67(4):223-231.

Friedman, P.J. 1989. Faculty renewal: modeling the impact of the end of mandatory retirement in the University of California medical schools. *Academic Medicine.* 64:372-378.

Friedman, P.J. 1992. Modeling the end of mandatory retirement for U.S. medical school faculty. *Academic Medicine.* 67(6):357-362.

Giliberti, J.J. and J.E. Koepsell. 1994. Retired physicians in undergraduate medical education (letter to the editor). *Academic Medicine.* 69(1):39.

Jones, R.F. 1992. Early retirement incentive programs for medical school faculty. *Academic Medicine.* 67(12):807-809.

Jones, R.F. 1991. The end of mandatory retirement and its implications for academic medicine. *Academic Medicine.* 66(12):711-718.

Lobeck, C.C. and H.L. Stone. 1990. Class mentors: a step toward implementing the GPEP report. *Academic Medicine.* 65:351-354.

National Academy of Sciences. *Ending mandatory retirement for tenured faculty: the consequences for higher education.* Washington: National Academy Press, 1991.

Voyles, W.R. 1991. Medical gross anatomy deja vu. *American Surgery.* 57:280-281.

B. Higher Education

Chronister, J.L. and T.R. Kepple, Jr. *Incentive early retirement programs for faculty: innovative responses to a changing environment. ASHE-ERIC Higher Education Report No. 1.* Washington: Association for the Study of Higher Education, 1987.

Holden, K.C. and W.L. Hansen, eds. *The end of mandatory retirement: effects on higher education. New Directions for Higher Education, No. 65.* San Francisco: Jossey-Bass, 1989.

Mauch, J.E., J.W. Birch, and J. Matthews. *The emeritus professor: old rank - new meaning. ASHE-ERIC Higher Education Report No. 2.* Washington: School of Education and Human Development, George Washington University, 1990.

National Research Council. *Ending mandatory retirement for tenured faculty: the consequences for higher education.* Eds. P.B. Hammond and H. Morgan. Washington: National Academy Press, 1991.

V. DEANS

A. Medical School

Banaszak-Holl, J. and D.S. Greer. 1995. Changing career patterns of deans of medicine. *Academic Medicine.* 70(1):7-13.

Banaszak-Holl, J. and D.S. Greer. 1994. Turnover of deans of medicine during the last five decades. *Academic Medicine.* 69(1):1-7.

Faculty Evaluation: ,

I. GENERAL

A. Medical School

Ainsworth, M.A., A.J. Speer, and D.J. Solomon. 1995. A clinical evaluation form to improve faculty critique of students. *Academic Medicine.* 70(5):445.

American Association of University Professors, Committee C on College and University Teaching, Research, and Publication. 1990. Mandated assessment of educational outcomes. *Academe.* Nov. - Dec.:34-40.

Centra, J.A. *Determining faculty effectiveness.* San Francisco: Jossey-Bass Publishers, 1988.

Garson, A., K.E. Strifert, J.R. Beck, G.A. Schulmeier, J.W. Patrick, G.J. Buffone, and R.D. Feigin. 1999. The metrics process: Baylor's development of a "report card" for faculty and departments. *Academic Medicine.* 74(8):861-870.

Gastel, B. 1991. An award program for teaching excellence. *Academic Medicine.* 66(4):192-193.

Jason, H. *Teachers and teaching in U.S. medical schools.* Appleton-Century-Crofts, 1982.

Jones, R.F. and J.D. Froom. 1994. Faculty and administration views of problems in faculty evaluation. *Academic Medicine.* 69(6):476-482.

Miller, R.J. *Evaluating faculty for promotion and tenure.* San Francisco: Jossey-Bass, 1987.

Petersdorf, R.G. 1993. Defining the good doctor. *Journal of the American Medical Association.* 269(13):1681-1682.

Ramsey, P.G., M.D. Wenrich, J.D. Carline, T.S. Inui, E.B. Larson, and J.P. LoGerfo. 1993. Use of peer ratings to evaluate physician performance. *Journal of the American Medical Association.* 269(13):1655-1660.

B. Higher Education

Goodman, M.J. 1990. The review of tenured faculty: a collegial model. *Journal of Higher Education.* 61(4):408-424.

Kurland, J.E. 1983. On periodic evaluation of tenured faculty: a discussion at Wingspread, August 24-26, 1983. *Academe.* 69(6):1a-4a.

Kurz, R.S., et al. 1989. Faculty performance: suggestions for the refinement of the concept and its measurement. *Journal of Higher Education.* 60:43-58.

Licata, C.M. *Post-tenure faculty evaluation: threat or opportunity? ASHE-ERIC Higher Education Report No. 1.* Washington: Association for the Study of Higher Education, 1986.

Magner, D.K. Beyond tenure: colleges seek periodic reviews of professors who have already passed muster. *The Chronicle of Higher Education.* July 21, 1995, (pp. A13 and A16).

Millman, J., ed. *Handbook of teacher evaluation.* Beverly Hills: Sage Publications, 1981.

Portch, S.R., N.J. Kaufman, J.R. Ross. 1993. From frog to prince: from post-tenure review to faculty roles, development, and rewards. *Change.* 25(July/Aug.):17.

Reisman, B. 1986. Performance evaluation for tenured faculty: issues and research. *Liberal Education.* 72(1):73-87.

Seldin, P. *Changing practices in faculty evaluation.* San Francisco: Jossey-Bass, 1984.

Wesson, M. and S. Johnson. 1991. Post-tenure review and faculty revitalization. *Academe.* 77(3):53-57.

II. EVALUATION OF TEACHING

A. Medical School

Albanese, M.A., et al. 1991. The validity of lecturer ratings by students and

trained observers. *Academic Medicine.* 66(1):26-28.

Bardes, C.L. and J.G. Hayes. 1995. Are the teachers teaching? Measuring the educational activities of clinical faculty. *Academic Medicine.* 70(2):111-114.

Bernstein, R.A., et al. 1982. Using interaction analysis to evaluate the faculty in a human behavior course. *Journal of Medical Education.* 57(1):68-69.

Castleden, W.M. 1988. An audit of clinical teaching: an approach to one performance indicator of educational competence. *Medical Education.* 22(5):433-437.

Donnelly, M.B. and J.O. Woolliscroft. 1989. Evaluation of clinical instructors by third-year medical students. *Academic Medicine.* 64(3):159-164.

Guyatt, G.H., J. Nishikawa, A. Willan, W. McIroy, D. Cook, J. Gibson, A. Kerigan, and A. Neville. 1993. A measurement process for evaluating clinical teachers in internal medicine. *Canadian Medical Association Journal.* 149(8):1097-1102.

Hartman, S.L and M.S. Nelson. 1992. What we say and what we do: self-reported teaching behavior versus performances in written simulations among medical school faculty. *Academic Medicine.* 67(8):522-527.

Irby, D.M. 1983. Evaluating instruction in medical education. *Journal of Medical Education.* 58(11):844-849.

Irby, D.M. 1985. Evaluating teaching skills. *Diabetes Examiner.* 11(Special issue):37-46.

Irby, D.M. 1983. Peer review of teaching in medicine. *Journal of Medical Education.* 58(6):457-461.

Jacobs, M.B. 1993. Faculty status for clinician-educators: guidelines for evaluation and promotion. *Academic Medicine.* 68(2):126-128.

Lancaster, C.J., G.R. Ross, and I.K. Smith. 1988. Survey of practices in evaluating teaching in U.S. medical schools, 1978 and 1986. *Journal of Medical Education.* 63(12):912-914.

Lindemann, J.C., A.C. Beecher, J.A. Morzinski, and D.E. Simpson. 1995. Translating family medicine's educational expertise into academic success. *Family Medicine.* 27(5):306-309.

Martin, J.A. and R.M. Carey. 1991. The student-initiated, faculty-assisted system of evaluation of clinical teaching at the University of Virginia. *Academic Medicine.* 66(12):773-775.

Nathan, R.G. and M.F. Smith. 1992. Students' evaluations of faculty members' teaching before and after a teacher-training workshop. *Academic Medicine.* 67(2):134-135.

O'Connor-Clarke, S.L, C.M. Clarke, M. Charles, and M.A. Hitchcock. 1988. Development of an instrument to measure faculty comfort with clinical teaching. *Educational and Psychological Measurement.* 48(Winter):1081-1090.

Organization of Student Representatives. 1992. *OSR guidelines for student evaluation of teaching effectiveness.* Association of American Medical Colleges. Photocopy.

Ramsbottom-Lucier, M.T., G.M. Gillmore, D.M. Irby, and P.G. Ramsey. 1994. Evaluation of clinical teaching by general internal medicine faculty in outpatient and inpatient settings. *Academic Medicine.* 69(2):152-154.

Rippey, R.M. *The evaluation of teaching in medical schools.* New York: Springer Publishing Co., 1981.

Rothman, A.I., P. Poldre, and R. Cohen. 1989. Evaluating clinical teachers for promotion. *Academic Medicine.* 64(12):774-775.

Schum, T.R. and K.J. Yindra. 1996. Relationship between systemic feedback to faculty and ratings of clinical teaching. *Academic Medicine.* 71(10):1100-1102.

Smith, S.R. and L.J. Paulen. 1984. Use of anonymous student evaluations of faculty members in U.S. medical schools. *Journal of Medical Education.* 59(3):196-197.

Ullian, J.A., C.J. Bland, and D.E. Simpson. 1994. An alternative approach to defining the role of the clinical teacher. *Academic Medicine.* 69(10):832-838.

West, R.F. 1988. The short-term stability of student ratings of instruction in medical school. *Medical Education.* 22(2):104-112.

B. Higher Education

Braskamp, L.A., D.C. Brandenburg, and J.C. Ory. *Evaluating teaching effectiveness: a practical guide.* Beverly Hills: Sage Publications, 1984.

III. EVALUATION OF RESEARCH

A. Medical School

Angell, M. 1986. Publish or perish: a proposal. *Annals of Internal Medicine.* 104(2):261-262.

Bland, C.J. and M.T. Ruffin. 1992. Characteristics of a productive research environment: literature review. *Academic Medicine.* 67(6):385-397.

Ellwein, L.B., M. Khachab, and R.H. Waldman. 1989. Assessing research productivity: evaluating journal publications across academic departments. *Academic Medicine.* 64(6):319-325.

Levey, B.A., N.O. Gentile, P. Jolly, H.N. Beaty, and G.S. Levey. 1990. Comparing research activities of women and men faculty in departments of internal medicine. *Academic Medicine.* 65(2):102-106.

Manu, P., et al. 1985. Analysis of publication output of internal medicine faculty members. *Journal of Medical Education.* 60(11):860-864.

IV. EVALUATION OF CLINICAL PRACTICE

A. Medical School

Carey, R.M., M.S. Wheby, and R.E. Reynolds. 1993. Evaluating faculty clinical excellence in the academic health sciences center. *Academic Medicine.* 68(11):813-816.

Carline, J.D., M. Wenrich, and P.G. Ramsey. 1989. Characteristics of ratings of physician competence by professional associates. *Evaluation and the Health Professions.* 12(4):409-422.

DeWitt, T.G., et al. 1993. Developing community faculty: principles, practices, and evaluation. *AJDC.* 147:49.

Jacobs, M.B. 1993. Faculty status for clinician-educators: guidelines for evaluation and promotion. *Academic Medicine.* 68(2):126-128.

Ramsbottom-Lucier, M.T., G.M. Gillmore, D.M. Irby, and P.G. Ramsey. 1994. Evaluation of clinical teaching by general internal medicine faculty in outpatient and inpatient settings. *Academic Medicine.* 69(2):152-154.

Ullian, J.A., C.J. Bland, and D.E. Simpson. 1994. An alternative approach to defining the role of the clinical teacher. *Academic Medicine.* 69(10):832-838.

Faculty Development:

I. GENERAL

A. Medical School

AAMC Papers. 1992. Guidelines for faculty involvement in commercially supported continuing medical education. *Academic Medicine.* 67(9):615-621.

Applegate, W.B. and M.E. Williams. 1990. Career development in academic medicine. *American Journal of Medicine.*. 88:263-267.

Bland, C.J., F. Hekelman, D.L. Harris, D.M. Irby; reply by C. Evans; editor's reply by A.S. Caelleigh. 1995. Rethinking faculty development. *Academic Medicine.* 70(11):945-949.

Bland, C.J. and C.C. Schmitz. A guide to the literature on faculty development. In Jack H. Schuster, Daniel W. Wheller, eds. *Enhancing faculty careers: strategies*

for development and renewal. San Francisco: Jossey-Bass Publisher, 1990 (pp. 298-328).

Bland, C.J. and C.C. Schmitz. An overview of research on faculty and institutional vitality. In Jack H. Schuster, Daniel W. Wheller, eds. *Enhancing faculty careers: strategies for development and renewal.* San Francisco: Jossey-Bass Publisher, 1990 (pp. 41-62).

Bland, C.J., C.C. Schmitz, F.T. Stritter, R.C. Henry, and J.J. Aluise. *Successful faculty in academic medicine: essential skills and how to acquire them.* New York: Springer Publishing Co., 1990.

Bland, C.J., et al. 1987. Faculty development fellowship programs in family medicine. *Journal of Medical Education.* 62(8):632-641.

Bland, C.J., et al. 1988. Project to identify essential faculty skills and develop model curricula for faculty development programs. *Journal of Medical Education.* 63(6):467-469.

Bowman, M.A. 1992. Successful faculty in academic medicine: essential skills and how to acquire them (book review). *Academic Medicine.* 67(3):160-161.

Boyer, E.L. *Scholarship reconsidered: priorities of the professoriate.* Princeton: The Carnegie Foundation for the Advancement of Teaching, 1990.

Burke, D.L. *Physicians in the academic marketplace.* New York: Greenwood Press, 1992.

Charney, P., J. David, and L. Croen. 1994. A combined training program for medical students and faculty. *Academic Medicine.* 69(5):421.

Crump, W.J., B.J. Levy, and S.J. Spann. 1995. The medical school without walls: who will be the faculty? *Texas Medicine.* 91(7):62-67.

DeWitt, T.G., et al. 1993. Developing community faculty: principles, practices, and evaluation. *AJDC.* 147:49.

Evans, C.H. 1995. Faculty development in a changing academic environment. *Academic Medicine.* 70(1):14-20.

Evans, C.H. 1997 Institutional challenges posed by faculty development. *Academic Medicine.* 72(6):477-480.

Evans, C.H. 1995. Rethinking faculty development. *Academic Medicine.* 70(11):945-949.

Feldman, E., et al. 1980. An approach to faculty education. *Journal of Medical Education.* 55(5):456-457.

Fleming, M., K. Clark, A. Davis, R. Brown, J. Finch, R. Henry, R. Sherwood, and R. Politzer. 1992. A national model of faculty development in addiction medicine.

Academic Medicine. 67(10):691-693.

Goldman, J.A. 1982. Faculty development and human resource management in the academic medical setting. *Journal of Medical Education.* 57(11):860-865.

Goldman, L. 1991. Blueprint for a research career in general internal medicine. *Journal of General Internal Medicine.* 6(July - Aug.):341-344.

Halperin, E.C., R.L. Byyny, S. Moore, and P.S. Morahan. 1995. What medical schools and universities can learn from one another. *Academic Medicine.* 70(10):879-883.

Henley, C.E. and D. Magelssen. 1990. Faculty development and organizational systems behavior. *Academic Medicine.* 65(6):406-409.

Hewson, M.G. 2000. A theory-based development program for clinician-educators. *Academic Medicine.* 75(5):498-501.

Hitchcock, M.A., W.A. Anderson, F.T. Stritter, and C.J. Bland. 1988. Profiles of faculty development fellowship graduates 1978-1985. *Family Medicine.* 20(1):33-38.

Hitchcock, M.A., C.J. Bland, F.P. Hekelman, and M.G. Blumenthal. 1995. Professional networks: the influence of colleagues on the academic success of faculty. *Academic Medicine.* 70(12):1108-1116.

Hitchcock, M.A., F.T. Stritter, and C.J. Bland. 1993. Faculty development in the health professions: conclusions and recommendations. *Medical Teaching.* 14:295-309.

Holloway, R.L., et al. 1995. Defining the need for faculty in family medicine: results of a national survey. *Family Medicine.* 27(2):98-102.

Irby, D.M. 1993. Faculty development and academic vitality. *Academic Medicine.* 68(10):760-763.

Jarecky, R.K. and M.G. Sandifer. 1986. Faculty members' evaluations of sabbaticals. *Journal of Medical Education.* 61(10):803-807.

Johnson, J.C., R. Jaadevappa, L. Taylor, A. Askew, B. Williams, and B. Johnson. 1998. Extending the pipeline for minority physicians: a comprehensive program for minority faculty development. *Academic Medicine.* 73(3):237-244.

Katerndahl, D.A. 1996. Associations between departmental features and departmental scholarly activity. *Family Medicine.* 28(2):119-127.

Langley, J.M. 1995. Orientation for new faculty members (letter to the editor). *Academic Medicine.* 70(4):254-255.

Lemon, M., A. Yonke, B. Roe, and R. Foley. 1995. Communication as an essential part of program and institutional development. *Academic Medicine.*

70(10):884-886.

McGaghie, W.C. and J.J. Frey, eds. *Handbook for the academic physician.* New York: Springer-Verlag, 1986.

McMillen, L. 1987. Faculty-development programs seen often marginal to important campus needs. *The Chronicle of Higher Education.* 33:15-16.

Medical College of Pennsylvania and Hahnemann University, Office for Faculty Affairs. 1996. *Faculty professional development catalog.*

Medical College of Pennsylvania and Hahnemann University, Office for Faculty Affairs. 1995. *Guide for planning for promotion and tenure and professional career development.*

Miller, G.E. *Educating medical teachers.* Cambridge: A Commonwealth Fund Book, 1980.

Morahan, P.S., D. Kasperbauer, S.A. McDade, C.A. Aschenbrener, P.K. Triolo, P.L. Monteleone, M. Counte, and M.J. Meyer. 1998. Training future leaders of academic medicine: Internal programs at three academic health centers. *Academic Medicine.* 73(11):1159-1168.

Morzinski, J.A., S. Diehr, D.J. Bower, and D.E. Simpson. 1996. A descriptive, cross-sectional study of formal mentoring for faculty. *Family Medicine.* 28(6):434+.

Morzinski, J.A., D.E. Simpson, D.J. Bower, and S. Diehr. 1994. Faculty development through formal mentoring. *Academic Medicine.* 69(4):267-269.

Nieman, L.Z., G.D. Donoghue, L.R. Ross, and P.S. Morahan. 1997. Implementing a comprehensive approach to managing faculty roles, rewards, and development in an era of change. *Academic Medicine.* 72(6):496-504.

Palepu, A., R.H. Friedman, R.C. Barnett, P.L. Carr, A.S. Ash, L. Szalacha, and M.A. Moskowitz. 1998. Junior faculty members' mentoring relationships and their professional development in U.S. medical schools. *Academic Medicine.* 73(3):318-323.

Pololi, L., D.L. Harris, M. Clay, A.C. Jobe, and J.A. Hallock. 1998. Institutionalized faculty development program. *Academic Medicine.* 73(4):354-355.

Reuler, J.B. 1989. Sabbatical. *Journal of the American Medical Association..* 261(3):408-410.

Robbins, L.J. 1993. Mid-career faculty development awards in geriatrics: does retraining work? *Journal of the American Geriatric Society.* 41(5):570-571.

Rose, E.A., L.M. Roth, P.T. Werner, A. Keshwani, and V. Vallabhaneni. 2000. Using faculty development to solve a problem of evaluation and management

coding: a case study. *Academic Medicine*. 75(4):331-336.

Schuster, B.L. and R.J. Haggerty. 1994. Faculty -- agents of change. *Journal of General Internal Medicine*. 9(4 Supplement 1):S50-S55.

Sheets, K.J. and R.C. Henry. 1984. Assessing the impact of faculty development programs in medical education. *Journal of Medical Education*. 59(9):746-748.

Sheets, K.J. and T.L. Schwenk. 1990. Faculty development for family medicine educators: an agenda for future activities. *Teaching and Learning in Medicine*. 2(3):141-148.

Shulkin, D.J., A.K. Kronhaus, and D.B. Nash. 1992. A privately financed fellowship model for management training of physicians. *Academic Medicine*. 67(4):266-269.

Standing Committee on Postgraduate Medical and Dental Education. 1998. *An Enquiry into Mentoring: Supporting Doctors and Dentists at Work*. London: SCOPME.

Stritter, F.T. 1983. Faculty evaluation and development. In C.H. McGuire, et al, eds. *Handbook of health professions education*. San Francisco: Jossey-Bass (pp. 294-318).

University of Massachusetts Medical Center, The Primary Care Futures Project of the Massachusetts Statewide Area Health Education Center Program. 1994. *Faculty development workbook*.

Veloski, J.J. and S. Howell. 1994. Educating new physicians for managed care. *The Journal of Outcomes Management*. 1(2):17-21.

Vertucci, P.J. and D. Wear. 1983. A study of merit pay in medical schools. *Journal of Medical Education*. 58(8):655-656.

Walling, A., T. Partridge, and L. Sutton. 1999. Departmental chairs' perspectives on faculty development. *Academic Medicine*. 74(11):1152-1153.

Wheller, D.W. and J.H. Schuster. Building comprehensive programs to enhance faculty development. In Jack H. Schuster, Daniel W. Wheller, eds. *Enhancing faculty careers: strategies for development and renewal*. San Francisco: Jossey-Bass Publisher, 1990 (pp. 275-297).

Whitman, N., E. Weiss, and F.M. Bishop. *Executive skills for medical faculty*. Salt Lake City: University of Utah School of Medicine, 1989.

B. Higher Education

Baldwin, R.G., ed. *Incentives for faculty vitality. New Directions for Higher Education, No. 51*. San Francisco: Jossey-Bass, 1985.

Cook, E.P., P. Kinnetz, and N. Owens-Misner. 1990. Faculty perceptions of job

rewards and instructional development activities. *Innovative Higher Education.* 14(Spring/Summer):123-130.

Crawley, A.L. 1995. Critical tensions in faculty development: a transformative agenda. *Innovative Higher Education.* 20(Winter):71-140.

Crawley, A.L. 1995. Senior faculty renewal at research universities: implications for academic policy development. *Innovative Higher Education.* 20(Winter):71-94.

DeNeef, A.L. 1993. Right here right now: where faculty development begins. *Liberal Education.* 79(Spring):20-25.

DiLorenzo, T.M. and P.P. Heppner. 1994. The role of an academic department in promoting faculty development: recognizing diversity and leading to excellence. *Journal of Counseling and Development.* 72(May/June):485-491.

Fortunato, R.T., J.A. Greenberg, and G. Waddell. 1987. Human resource development and administration. In M.W. Peterson, ed. *Key resources on higher education governance, management, and leadership: a guide to the literature.* San Francisco: Jossey-Bass, (pp. 238-262).

Gaff, J.G. 1994. Faculty development in the United States. *Innovative Higher Education.* 18(Spring):167-176.

Gaff, J.G. 1994. Faculty development: the new frontier. *Liberal Education.* 80(Fall):16-21.

Heppner, P.P., and J.A. Johnston. 1994. Faculty development: symposium. *Journal of Counseling and Development.* 72(May/June):451-453.

Heppner, P.P., and J.A. Johnston. 1994. New horizons in counseling: faculty development. *Journal of Counseling and Development.* 72(May/June):451-453.

Hubbard, G.T., S.S. Atkins. 1995. The professor as a person: the role of faculty well-being in faculty development. *Innovative Higher Education.* 20(Winter):117-128.

Menges, R.J., B.C. Mathis, and D. Halliburton. 1988. Strengthening professional development: lessons from the program for faculty renewal at Stanford. *The Journal of Higher Education.* 59(May/June):291-304.

Millis, B.J. 1994. Faculty development in the 199s: what it is and why we can't wait. *Journal of Counseling and Development.* 72(May/June):454-464.

Nathan, P.E. 1994. Who should do faculty development and what should it be? *Journal of Counseling and Development.* 72(May/June):508-509.

Portch, S.R., N.J. Kaufman, J.R. Ross. 1993. From frog to prince: from post-tenure review to faculty roles, development, and rewards. *Change.* 25(July/Aug.):17.

Reich, J.N. 1994. Developing faculty development programs: a view from the chair. *Journal of Counseling and Development.* 72(May/June):511-513.

Schuster, J.H., et al. *Enhancing faculty careers: strategies for development and renewal.* San Francisco: Jossey-Bass, 1990.

Senge, P.M, et al. *The fifth discipline field book.* New York: Doubleday Publishing, 1994.

Senge, P.M. *The fifth discipline: the art and practice of the learning organization.* New York: Doubleday Publishing, 1990.

Sorcinelli, M.D. 1994. Effective approaches to new faculty development. *Journal of Counseling and Development.* 72(May/June):474-479.

Swain, M.A.P. 1994. Faculty development: responsibility and accountability within the departments. *Journal of Counseling and Development.* 72(May/June):510.

University of Georgia. 1991. *Third national conference on professional and personal renewal faculty proceedings. Proceedings of conference held April 18-20, 1991, Atlanta.* (Copies available from William K. Jackson, (404) 543-1355).

Wilkerson, M.B. 1992. Beyond the grave: engaging faculty involvement. *Change.* 24(Jan./Feb.):59-63.

Willis, B. 1990. From a distance: faculty development programs: maximizing the potential. *Educational Technology.* 30(Sept.):35+.

Woodside, M.R. 1986. Faculty development at its best. *Innovative Higher Education.* 11(Winter/Fall):6-12.

II. IMPROVING TEACHING

A. Medical School

Christiansen, R.G., K. Wark, and J.P. Levenstein. 1992. Attitudes of part-time community internal medicine faculty about their teaching. *Academic Medicine.* 67(12):863-864.

Ernest, J.M., K.R. Kellner, G. Thurnau, and W. Metheny. 1995. Rewarding medical student teaching. *Obstetrics and Gynecology.* 86(5):853-857.

Feins, A, M.A. Waterman, A.S. Peters, and M. Kim. 1996. The teaching matrix: a tool for organizing teaching and promoting professional growth. *Academic Medicine.* 71(11):1200-1203.

Gilmore, H.T. 1995. Preparing faculty members for problem based, small group learning encounters. *South Dakota Journal of Medicine.* 48(2):57-60.

Harris, I.B., J.H. Kvasnicka, and S.R. Ytterberg. 1995. Faculty development for community primary care preceptors. *Academic Medicine.* 70(5):458-459.

Hekelman, F.P. and J.R. Blase. 1996. Excellence in clinical teaching: the core of the mission. *Academic Medicine.* 71(7):738-742.

Hewson, M.G. and N.M. Jensen. 1990. An inventory to improve clinical teaching in the general medicine clinic. *Medical Education.* 24:518-527.

Irby, D.M. 1992. How attending physicians make instructional decisions when conducting teaching rounds. *Academic Medicine.* 67(10):630-638.

Irby, D.M. 1995. Teaching and learning in ambulatory care settings: a thematic review of the literature. *Academic Medicine.* 70(10):898-931.

Irby, D.M. 1994. Three exemplary models of case-based teaching. *Academic Medicine.* 69(12):947-953.

Irby, D.M. 1994. What clinical teachers in medicine need to know. *Academic Medicine.* 69(5):333-342.

Jason, H. and J. Westberg. *Teachers and teaching in U.S. medical schools.* Hartford: Appleton-Century-Crofts, 1982.

Kelliher, G.J., A.K. Sachdeva, and J. Fleetwood. 1996. Preserving the best of the art of teaching. *Academic Medicine.* 71(3):248-250.

Lindemann, J.C., A.C. Beecher, J.A. Morzinski, and D.E. Simpson. 1995. Translating family medicine's educational expertise into academic success. *Family Medicine.* 27(5):306-309.

McDermott, J.F., Jr. and A.S. Anderson. 1991. Retraining faculty for the problem-based curriculum at the University of Hawaii, 1989-1991. *Academic Medicine.* 66(12):778-779.

Nelson, M.S., B.L. Clayton, and R. Moreno. 1990. How medical school faculty regard educational research and make pedagogical decisions. *Academic Medicine.* 65(2):122-126.

O'Connor-Clarke, S.L, C.M. Clarke, M. Charles, and M.A. Hitchcock. 1988. Development of an instrument to measure faculty comfort with clinical teaching. *Educational and Psychological Measurement.* 48(Winter):1081-1090.

Partridge, M.I., I.B. Harris, and R.A. Petzel. 1980. Implementation of a faculty development program to improve clinical teaching. *Journal of Medical Education.* 55(8):711-713.

Sandroni, S. 1994. Developing and rewarding good teachers [letter, comment]. *Annals of Internal Medicine.* 120(6):526.

Schultz, H.S. 1994. Developing and rewarding good teachers [letter, comment]. *Annals of Internal Medicine.* 120(6):526.

Shea, S., K.G. Nickerson, J. Tenenbaum, T.Q. Morris, D. Rabinowitz, K. O'Donnell, E. Perez, and M.L. Weisfeldt. 1996. Compensation to a department of medicine and its faculty members for the teaching of medical students and house staff. *New England Journal of Medicine.* 334(3):162-167.

Skeff, K.M. 1988. Enhancing teaching effectiveness and vitality in the ambulatory setting. *Journal of General Internal Medicine.* 3(March - April supplement):S26-S33.

Skeff, K.M., M. Campbell, G. Stratos, H.W. Jones, and M. Cooke. 1984. Assessment by attending physicians of a seminar method to improve clinical teaching. *Journal of Medical Education.* 59(12):944-950.

Society of Teachers of Internal Medicine. *Preceptor education project.* 1992.

Steinert, Y., N. Lawn, R. Handfield-Jones, L. Nasmith, D. Lussier, and C. Levitt. 1995. Orientation for new teachers. Workshop on clinical teaching skills. *Canadian Family Physician.* 41:79-85.

Valdiserri, R.O., et al. 1986. A workshop to improve the teaching skills of physician faculty members. *Journal of Medical Education.* 61(6):469-471.

Vinson, D.C. and C. Paden. 1994. The effect of teaching medical students on private practitioners' workloads. *Academic Medicine.* 69:237-238.

Wilkerson, L., and D.M. Irby. 1998. Strategies for improving teaching practices: a comprehensive approach to faculty development. *Academic Medicine.* 73(4):387-396.

Woolliscroft. J.O. 1995. Who will teach? A fundamental challenge to medical education. *Academic Medicine.* 70(1):27-29.

B. Higher Education

Katz, J. and M. Henry. *Turning professors into teachers: a new approach to faculty development and student learning.* New York: ACE/Macmillan, 1988.

McKeachie, W.J. 1982. The rewards of teaching: motivating professors to teach effectively. *New Directions in Teaching and Learning.* 10:7-13.

Seldin, P., ed. *How administrators can improve teaching: moving from talk to action in higher education.* San Francisco: Jossey-Bass, 1990.

Stark, J.S., M.A. Lowther, and M.P. Ryan. 1988. Faculty reflect on course planning. *Research in Higher Education.* 29(3):219-240.

III. IMPROVING RESEARCH SKILLS

A. Medical School

Baldwin, C.D., R.M. Goldblum, D.K. Rassin, and H.G. Levine. 1994. Facilitating faculty development and research through critical review of grant proposals and articles. *Academic Medicine.* 69(1):62-64.

Bland, C.J. and M.T. Ruffin. 1992. Characteristics of a productive research environment: literature review. *Academic Medicine.* 67:385-397.

Bland, C.J. and C. Schmitz. 1986. Characteristics of the successful researcher and implications for faculty development. *Journal of Medical Education.* 61:22-31.

Frey III, J.J. 1994. Presentation, publication, and promotion - four views on the subject. *Family Medicine.* 26(6):370-371.

Gjerde, C. 1994. Faculty promotion and publication rates in family medicine: 1981 versus 1989. *Family Medicine.* 26(6):361-365.

Vardan, S., H. Smulyan, S. Mookherjee, and K.G. Mehortra. 1990. Factors encouraging research productivity in a division of general internal medicine. *Academic Medicine.* 65(12):772-774.

Wagner, P.J., J.L. Hornsby, S. Talbert, J. Hobbs, G.E. Brown, and J. Kenrick. 1994. Publication productivity in academic family medicine departments. *Family Medicine.* 26(6):366-369.

B. Higher Education

Creswell, J.W. 1985. *Faculty research performance: lessons from the sciences and social sciences. ASHE-ERIC Higher Education Report No. 4.* Washington: Association for the Study of Higher Education.

IV. FACULTY MANAGEMENT

A. Medical School

Arana, G.W. and L. McCurdy. 1995. Realigning the values of academic health centers: the role of innovative faculty management. *Academic Medicine.* 70(12):1073-1079.

Bland, C.J., S.N. Chou, and T.L. Schwenk. The productive organization. In Jill Ridky and George E. Sheldon, eds. *Managing in academics: a health center model.* St. Louis: Quality Medical Publishing, Inc., 1993 (pp. 130-158).

Peters, T.J. *Thriving on chaos: handbook for a management revolution.* New York: Harper Collings Publishers, 1991.

Rabkin, M.T. and L. Avakian. 1992. Participatory management at Boston's Beth Israel Hospital. *Academic Medicine.* 67(5):289-294.

B. Higher Education

Kluepfel, G.A., R.J. Parelius, and G. Roberts. 1994. Involving faculty in retention. *Journal of Development Education.* 17(Spring):16-18.

Women and Minorities:

I. GENERAL

A. Medical School

Abeshaus, D.B., L.C. Epstein, A.B. Kane, and L.A. Monteiro. 1993. The status of women in medicine at Brown University School of Medicine. *Rhode Island Medicine.* 76(7):337-339.

American College of Physicians. 1991. Promotion and tenure of women and minorities on medical school faculties. *Annals of Internal Medicine.* 114(1):63-68.

AAMC Project Committee on Increasing Women's Leadership in *Academic Medicine.* 1996. Increasing women's leadership in academic medicine. *Academic Medicine.* 71(7):799-811.

Bickel, J. 1995. Scenarios for success - enhancing women physicians' professional advancement. *Western Journal of Medicine.* 162(2):165-169.

Bickel, J. 1988. Women in medical education: a status report. *New England Journal of Medicine.* 319:1579-1584.

Bickel, J., K. Croft, and R. Marshall. Enhancing the environment for women in academic medicine: resources & pathways. Washington: Association of American Medical Colleges, 1996.

Bickel, J., K. Croft, R. Marshall, and D. Johnson. *Women in U.S. academic medicine statistics 1997.* Washington: Association of American Medical Colleges, 1997. Published annually.

Bickel, J. and G. Povar. Women as health professionals: contemporary issues. *Encyclopedia of Bioethics.* W. Reich, ed. New York: Simon and Schuster, 1995.

Buckley, L.M., K. Sanders, M. Shih, S. Kallar, and C. Hampton. 2000. Obstacles to promotion? Values of women faculty about career success and recognition. *Academic Medicine.* 75(3):283-288.

Carr, P.L., R.H. Friedman, M.A. Moskowitz, and L.E. Kazis. 1993. Comparing the status of women and men in academic medicine. *Annals of Internal Medicine.* 119(9):908-913.

Carr, P., et al. 1992. Research, academic rank, and compensation of women and men faculty in academic general internal medicine. *Journal of General Internal Medicine.* 7:418-423.

Cregler, L.L., L.T. Clark, E.B. Jackson, Jr. 1994. Careers in academic medicine

and clinical practice for minorities: opportunities and barriers. *Journal of the Association of Academic Minority Physicians.* 5(2):68-73.

DeAngelis, C.D. and M.E. Johns. 1995. Promotion of women in academic medicine. Shatter the ceiling, polish the floors. *Journal of the American Medical Association.* 273(13):1056-1057.

Grisso, J.A., L. Hansen, I. Zelling, J. Bickel, and J.M. Eisenberg. 1991. Parental leave policies for faculty in U.S. medical schools. *Annals of Internal Medicine.* 114(1):43-45.

Holmes-Rovner, M., E. Alexander, B. O'Kelly, W. Rome, S.M. Wu, K. Lovell, and M. Alfano. 1994. Compensation equity between men and women in academic medicine: methods and implications. *Academic Medicine.* 69(2):131-137.

Hostler, S.L and R.P. Gressard. 1993. Perceptions of gender fairness of the medical education environment. *Journal of the American Medical Woman Association.* 48(2):51-54.

Jonasson, O. 1993. Women as leaders in organized surgery and surgical education. Has the time come? *Archives of Surgery.* 128(6):618-621.

Lenhart, S. and C. Evans. 1991. Sexual harassment and gender discrimination: a primer for women physicians. *Journal of American Medical Women's Association.* 46:77-82.

Leonard, J.C. and K.E. Ellsbury. 1996. Gender and interest in academic careers among first- and third-year residents. *Academic Medicine.* 71(5):502-507.

Levinson, W., S. Tolle, and C. Lewis. 1989. Women in academic medicine: combining career and family. *New England Journal of Medicine.* 321:1511-1517.

Mendoza, F.S. 1986. Increasing minorities in academia: the faculty role model. *Journal of Medical Education.* 61(10):850-851.

More, E. and M. Milligan, eds. *The Empathic Practitioner: Empathy, Gender & Medicine.* New Brunswick: Rutgers University Press, 1994.

Neumayer, L., G. Konishi, D. L'Archeveque, R. Choi, T. Ferrario, J. McGrath, T. Nakawatase, J. Freischlag, and W. Levinson. 1993. Female surgeons in the 1990s. Academic role models. *Archives of Surgery.* 128(6):669-672.

Nickerson, K.G., et al. 1990. The status of women at one academic medical center: breaking through the glass ceiling. *Journal of the American Medical Association.* 264:1813-1817.

Nickerson, K.G., S. Shea, and N. Bennett. 1995. Promotion of women physicians in academic medicine [letter, comment]. *Journal of the American Medical Association.* 274(14):1133-1134.

Osborn, E.H.S., V.L. Ernster, and J.B. Martin. 1992. Women's attitudes towards

careers in academic medicine at the University of California, San Francisco. *Academic Medicine.* 67(1):59-61.

Phillips, D.P., D.G. Smith, and K.J. Buerkle. 1996. A new method for tracking of integration of women into academic medicine. *Academic Medicine.* 71(7):794-795.

Pincus, S. 1994. Women in academic dermatology: results of survey from the professors of dermatology. *Archives of Dermatology.* 130(9):1131-1135.

Ruffin, M.T. and C.J. Bland. 1995. Promotion of women physicians in academic medicine [letter]. *Journal of the American Medical Association.* 274(14):1133-1134.

Sinal, S., P. Weavil, and M.G. Camp. 1988. Survey of women physicians on issues relating to pregnancy during a medical career. *Journal of Medical Education.* 63(7):532-538.

Stobo, J.D., L.P. Fried, and E.J. Stokes. 1993. Understanding and eradicating bias against women in medicine. *Academic Medicine.* 68(5):349.

Tesch, B.J., and A. Nattinger. 1997. Career advancement and gender in academic medicine. *Journal of Irish Colleges of Physicians and Surgery.* 26(July):172-176.

Tesch, B.J., H.M. Wood, A.L. Helwig, and A.B. Nattinger. 1995. Promotion of women physicians in academic medicine. Glass ceiling, sticky floor? *Journal of the American Medical Association.* 273(13):1022-1025.

Wear, D., ed. *Women in Medical Education: An Anthology of Experience.* Albany: SUNY Press, 1996.

Whiting, B.E. and J. Bickel. 1990. Women on faculties of U.S. medical schools, 1978-1989. *Academic Medicine.* 65(4):277-278.

B. Higher Education

Altbach, P.G. *The racial crisis in American higher education.* Albany: SUNY Press, 1991.

American Association of University Professors, Committee W on the Status of Women in the Academic Profession. 1990. Faculty child care. *Academe.* Jan. - Feb. 1990:54.

American Association of University Professors, Committee W on the Status of Women in the Academic Profession. Leaves of absence for child-bearing, child-rearing, and family emergencies. *AAUP Policy Documents and Reports.* 1990 edition, (pp, 179-180).

American Association of University Professors, Committee W on the Status of Women in the Academic Profession. 1992. Salary-setting practices that unfairly disadvantage women faculty. *Academe.* July - Aug.:32-35.

American Association of University Professors, Council Committee on Affirmative Action Guidelines and Committee W on the Status of Women in the Academic Profession. Affirmative action plans: recommended procedures for increasing the number of minority persons and women on college and university faculties. *AAUP Policy Documents and Reports.* 1990 edition, (pp, 105-112).

Benokraitis, N. (editor). *Subtle Sexism: Current Practices and Prospects for Change*. Thousand Oaks: Sage Publications, 1997.

Blackwell, J.E. 1989. Mentoring: an action strategy for increasing minority faculty. *Academe.* 75(5):8-14.

Case, S. Communication styles in higher education: differences between academic men and women. In *Women in Higher Education: Changes and Challenges*, ed. L. Welch. New York: Praeger, 1990.

Cohen, A. and D. Bradford. *Influence without Authority*. New York: John Wiley & Sons, 1989.

Edelman, J. and M. Crain. *The Tao of Negotiation: How You Can Prevent, Resolve and Transcend Conflict in Work and Everyday Life*. New York: Harper Collins, 1993.

Elgin, S. *Genderspeak: Men, Women, and the Gentle Art of Verbal Self-Defense.* New York: John Wiley & Sons, 1993.

Etzkowitz, H., C. Kemelgor, M. Neuschatz, B. Uzzi, and J. Alonzo. 1994. The paradox of critical mass for women in science. *Science.* 266(7):51-54.

Fisher, R. and W. Ury. *Getting To Yes: Negotiating Agreement Without Giving In.* New York: Viking Penguin, 1981.

Fritz, R. *The Path of Least Resistance: Learning to Become the Creative Force in Your Own Life*. New York: Fawcett Columbine, 1989.

Heider, J. *Tao of Leadership: Leadership Strategies for a New Age*. New York: Bantam Books, 1985.

Hendricks, G. and K. Ludeman. *The Corporate Mystic: A Guidebook for Visionaries with their Feet on the Ground*. New York: Bantam, 1996.

Jamieson, K. *Beyond the Double Bind: Women & Leadership*. New York: Oxford Univ. Press, 1995.

Jeruchim, J. and P. Shapiro. *Women, Mentors, and Success.* New York: Ballantine Books, 1992.

Josselson, R. *Revising Herself: The Story of Women's Identity from College to Midlife*. New York: Oxford Univ. Press, 1996.

Kaplan, P. *Lifting a Ton of Feathers: A Woman's Guide to Surviving in the Academic World.* Buffalo: University of Toronto Press, 1993.

Kritek, P. *Negotiating at an Uneven Table: A Practical Approach to Dealing with Difference & Diversity*. San Francisco: Jossey Bass, 1996.

Lerner, H.G. *The Dance of Intimacy: A Woman's Guide to Courageous Acts of Change in Key Relationships.* New York: Harper & Row, 1989.

Magretta, J. 1997. Will she fit in? *Harvard Business Review*. March/April:18-32.

Miller, J. *Toward a New Psychology of Women*. Boston: Beacon Press, 1986.

Mindell, P. *A Woman's Guide to the Language of Success: Communicating with Confidence and Power*. Upper Saddle River: Prentice Hall, 1995.

Pearson, C.S., D.L. Shavlik, and J.G. Touchton, eds. *Educating the majority: women challenge tradition in higher education.* New York: Macmillan, 1989.

Rhode, D. *Speaking of Sex: The Denial of Gender Inequality*. Cambridge: Harvard University Press, 1997.

Richardson, R.C., Jr. and D.J. Vangsnes. 1987. *Equity and affirmative action. In Key resources on higher education, governance, management, and leadership: a guide to the literature.* M.W. Peterson, ed. San Francisco: Jossey-Bass, (pp. 366-387).

Rosener, J. 1990. Ways women lead. *Harvard Business Review*. Nov-Dec.:119-125.

Ruderman, M., et al. 1995. Promotion decisions as a diversity practice. *Journal of Management Development*. 14:6-23.

Sandler, B., et al. *The Chilly Classroom Climate: A Guide to Improve the Education of Women.* Washington: National Association for Women in Education, 1996.

Schapiro, N. *Negotiating for Your Life: New Success Strategies for Women*. New York: Henry Holt, 1993.

Sonnert, G. and G. Holton. *Who Succeeds in Science? The Gender Dimension*. New Jersey: Rutgers University Press, 1995.

Vaill, P. *Learning as a Way of Being: Strategies for Survival in a World of Permanent White Water*. San Francisco: Jossey-Bass, 1996.

Valian, V. *Why So Slow? The Advancement of Women*. Cambridge: MIT Press, 1998.

Wheatley, M. *Leadership and the New Science: Learning about Organization from an Orderly Universe*. San Francisco; Berrett-Koehler Publishers, 1992.

Wilson R. Scheduling motherhood: women on the tenure track have trouble fitting children into career timetables. *The Chronicle of Higher Education.* March 10, 1995, (pp. A14-A15).

Zuckerman, H., J.R. Cole, and J.T. Bruer, eds. *The Outer Circle: Women in the Scientific Community.* New York: W.W. Norton and Company, 1991.

Legal Issues:

I. GENERAL

A. Medical School

American Association of University Professors, Committee A on Academic Freedom and Tenure and Committee W on the Status of Women in the Academic Profession. 1992. Access to faculty personnel files. *Academe.* July - Aug.:24-28.

Butters, J.M. and J.L. Strope. 1996. Legal standards of conduct for students and residents: implications for health professions educators. *Academic Medicine.* 71(6):583-590.

Friedman, P.J. 1996. Advice to individuals involved in misconduct accusations. *Academic Medicine.* 71(7):716-723.

Helms, L.B., and C.M. Helms. 1993. Litigation involving medical faculty and academic medical centers, 1950-1991. *Academic Medicine.* 68(1):7-19.

Robinson, G.H. and J. Schriver. 1989. Immigration issues in hiring alien physicians as teachers. *Academic Medicine.* 64(7):357-362.

Stokes, J.W. D. and C.J. Reese. 1989. Tenure at Harvard Med: no immunity from ill treatment. *Journal of Law & Education.* 18(Fall):583-92.

B. Higher Education

Blum, D.E. Universities where tenure candidates can review their files say system has not been undermined. *The Chronicle of Higher Education.* Feb. 14, 1990, (pp. A19-A20).

Di Giovanni, N., Jr. *Age discrimination: an administrator's guide.* Washington: College and University Personnel Association, 1989.

Eames, P. And T.P. Hustoles, eds. *Legal issues in faculty employment: articles recommended by the NACUA section on personnel relations, tenure, and retirement programs.* Washington: National Association of College and University Attorneys, 1989.

Faculty Productivity:

I. GENERAL

A. Medical School

Bland, C.J. and M.T. Ruffin. 1992. Characteristics of a productive research environment: literature review. *Academic Medicine.* 67(6):385-397.

Domer, J.E., R.F. Garry, P.S. Guth, M.R. Walters, and J.W. Fisher. 1996. On the crisis in biomedical education: is there an overproduction of biomedical Ph.D.s? *Academic Medicine.* 71(8):876-885.

Ellwein, L.B., M. Khachab, and R.H. Waldman. 1989. Assessing research productivity: evaluating journal publication across academic departments. *Academic Medicine.* 64(6):319-325.

Frey III, J.J. 1994. Presentation, publication, and promotion - four views on the subject. *Family Medicine.* 26(6):370-371.

Gjerde, C. 1994. Faculty promotion and publication rates in family medicine: 1981 versus 1989. *Family Medicine.* 26(6):361-365.

Hartle, T.W. and F.J. Galloway. 1996. Too many PhDs? Too many Mds? *Change: The Magazine of Higher Learning.* 28(5):26-34.

Hekelman, F.P., V. Gilchrist, S.J. Zyzanski, P. Glover, and K. Olness. 1995. An educational intervention to increase faculty publication productivity. *Family Medicine.* 27(4):255-259.

Hueston, W.J. 1993. Factors associated with research efforts of academic family physicians. *Journal of Family Practice.* 37(1):44-48.

Kaplan, P.E., J.A. Arnett, and J.C. Huba. 1995. Publishing characteristics of chairpersons of physical medicine and rehabilitation departments. *Archives of Physical Medicine and Rehabilitation.* 76(7):682-684.

Kearl, G.W. and A.G. Mainous III. 1993. Physicians' productivity and teaching responsibilities. *Academic Medicine.* 68(2):126-128.

Roush, R.E., C.E. Fasser, T.L. Wright, and N.L. Wilson. 1992. Scholarly productivity of geriatrics senior faculty members and faculty trainees compared with that of other health professions educators. *Academic Medicine.* 67(2):118-120.

Sutton, J. and C.D. Killian. 1996. The M.D.-Ph.D. researcher: what species of investigator? *Academic Medicine.* 71(5):454-459.

Vardan, S., H. Smulyan, S. Mookherjee, and K.G. Mehortra. 1990. Factors encouraging research productivity in a division of general internal medicine. *Academic Medicine.* 65(12):772-774.

Wagner, P.J., J.L. Hornsby, S. Talbert, J. Hobbs, G.E. Brown, and J. Kenrick.

1994. Publication productivity in academic family medicine departments. *Family Medicine.* 26(6):366-369.

B. Higher Education

American Association of University Professors, Committee C on College and University Teaching, Research, and Publication. 1994. The work of faculty: expectations, priorities, and rewards. *Academe.* Jan. - Feb.:35-48.

Craige, B.J., M.S. Anderson, W.W. Anderson, T.A. Sears, and A.A. Dole. How should society define "faculty productivity?" (letters to the editor) *The Chronicle of Higher Education.* May 6, 1992, (p. B3).

Jacobson, R.L. Colleges face new pressure to increase faculty productivity. *The Chronicle of Higher Education.* April 15, 1992, (pp. A15-A16).

-----. 1994. States battle workload mandates. *Academe.* May - June:4.

Tobia, B., L. Busch, and P. Barker. Faculty productivity: a matter of perspective. (letters to the editor) *The Chronicle of Higher Education.* May 13, 1992, (pp. B3-B4).

Wilson, R. 1997. Faculty leaders in N.Y. and California unite on productivity issues. *The Chronicle of Higher Education.* February 28, 1997, p. A12.

Winkler, A.M. Explaining what professors do with their time. *The Chronicle of Higher Education.* July 15, 1992, (pp. B1-B2).

ASSOCIATION OF AMERICAN MEDICAL COLLEGES | Medical Education | Research | Health Care | Student & Applicant Info | Search | Govt. Affairs & Advocacy | News Room | Meetings & Conferences | Publications & Info Resources | Map of the AAMC

Home | About AAMC | Advocacy | News Room | Student & Applicant Info. | Information Resources
Meetings | Medical Education | Research | Health Care

Revised: 11 September 2000
Please send us your questions and comments.
© 1995-2000 AAMC Terms and conditions.
Privacy Statement

BEST COPY AVAILABLE